BEHAVIOR PROBLEMS IN A SCHOOL FOR THE BLIND

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Behavior Problems in a school for the Blind

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SURVEY OF BEHAVIOR PROBLEMS

Eighteen teachers responded to the questionnaire on behavior problems among blind school children. There seems to be considerable unanimity of opinion on the major problems.

The problems mentioned in the order of their frequency are as follows:

First, a group of problems variously designated as indifference, inertness, passive attitude, laziness, lack of ambition, lack of interest, lackadaisical, etc. Seventeen teachers mentioned such problems.

Second, a group of problems which might be catalogued as carelessness,-- with school equipment, misplacement of books, loss of type and stylus; slovenliness, in personal hygiene and appearance, etc. This sort of problem was mentioned by sixteen teachers.

Other problems, in the order of frequency of mention, are as follows:-

Blindisms - 12
Unnecessary shouting and screaming - 8
Faultfinding - 7
Ingratitude - 7
Easily discouraged - 7
Selfishness - 6
Destroying school materials - 6
Overtalkativeness - 6
Pushing, shoving and tripping - 5
Unsociability (withdrawing) - 5
Inferiority Complex - 4
Restlessness - 4
Interrupting - 4
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Excuses - 4
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Stubbornness - 3
Impudence and Impertinence - 3
Taking undue familiarity - 3
Boisterousness - 2
Day-dreaming - 2
Inattention - 2
Temper tantrums - 2
Profanity - 2
Domineering - 2

The following problems were mentioned once:

Bluffing, Poor cooperation, Shyness, Suggestible-easily led. Sensitiveness, Faulty posture, Whispering, Lack of courtesy, Too outspoken, Lack of consideration, Stealing, Cruelty and bullying.

The results of this questionnaire coincide, in general, with the term-end reports. They also coincide with a survey of behavior problems in eleven schools for the blind made in 1932 by Dr. Merry. That survey reported the following behavior traits:

Ingratitude and faultfinding; feelings of inferiority or superiority; failure to bring in assignments promptly; undue familiarity; carelessness about table manners and personal appearance; and lack of broad interests.

Recommendations.

As a result of this study of the behavior problem needs of this school, it is recommended that the following methods be adopted:

1. That each pupil be given a semester rating in school citizenship.
2. That the New York Rating Scale for School Habits be adopted for this purpose. (Copy attached.) Teachers to check this scale each semester. An alternative test is the Strang Test of Knowledge of Social Usage, a Teachers College Publication.
3. That the Problem-Conference method of discussion of behavior problems be adopted and used by a number of selected teachers, so as to reach every pupil in the upper school.
4. That a self-rating scale in good school citizenship be prepared and used in connection with the problem-conference method, for instructional purposes.
5. That some method for uniform treatment by all teachers of typical behavior problems be devised, especially as concerns extreme cases. One method which has been used is the "Pupil Profile," a brief statement of objective facts regarding each pupil, to be placed in the hands of the teachers. Another method is a teacher committee composed of the teachers having contact with problem cases, to insure common understanding and uniform methods of treatment.
6. That steps be taken to develop units in educational guidance, for use in the fourth, seventh and tenth grades.

The continuation of a situation in which the pupils are constantly indifferent, inert, apathetic, and purposeless will surely be a reflection upon the curriculum and methods of teaching used in this school.

NEW YORK RATING SCALE FOR SCHOOL HABITS

By E. L. Cornell, W. W. Coxe, and J. S. Orleans
Of the Educational Measurements Bureau, New York State
Department of Education

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ATTENTION

Extreme inability to give attention to task.	Usually pays attention; can be distracted.	Always pays very close Attention while studying or during class periods.

NEATNESS

Exceedingly careless in written work.	Written work fair in general appearance.	Unusually painstaking in general appearance and details of written work.

HONESTY

Always tries to get credit for work done by others.	Will assume credit not earned, when in a tight place.	Never assumes credit for work unless certain he has earned it

A hungry youngster isn't usually indifferent in the presence of wholesome food. Blind children are hungry,--mentally and spiritually,--and in the presence of a curriculum built to satisfy their life needs, they should not be indifferent.

One purpose of the courses in educational guidance would be to overcome this psychological inertia incident to blindness; to stimulate purposive endeavor in school and in life. Greater use should be made of the biographies of successful blind persons for this purpose; i. e.,--morally and spiritually successful.

This is too important a matter to be left to incidental instruction. Courses in educational motivation and orientation should have a definite place in the time schedule.

7. That special effort be made by each teacher to secure more intensive motivation for study of each subject.

Lesson plans should include frequent and regular place for discussion of values of the subject and reasons for studying it. It is recommended that less reference be made to the Regents Examinations as a reason for studying any subject, and more reference be made to the life values of the subject in terms of the pupil's experience.

8. In motivating interest in each subject, teachers should make greater use of the results of the Stanford Achievement tests. Suggestions for using the results of these tests for motivation are given in "Self-Measurement Projects in Group Guidance" (Allen) to be found in the school library.

Lesson plans should show how these tests are used and the results.

9. The Problem Conference Method

The Problem-Conference method is simply group discussion of problems drawn from the everyday experience of children in school. The teacher acts as discussion guide, but refrains from moralizing or "preaching" at the children. The teacher's aim should be to direct discussion so as to create wholesome social attitudes on the questions involved.

The teacher may begin the first conference by a short introduction, telling the class that a problem has arisen about which she desires their opinion, inasmuch as it concerns children about their own age.

As the discussion proceeds, the teacher interprets the problem, and intersperces questions to apply its underlying principles to the needs of the group.

Twenty to thirty minutes should be sufficient for the average problem. The aim is to stimulate thoughtfulness and arouse proper attitudes toward the situations involved.

The dramatizing of an incident adds interest. This method may be used in case the teacher feels it would help solve the disciplinary problems in her class. Materials for such dramatizations will be found in "What Would You Have Done?" by Vernon Jones (Ginn & Co.), also in Govt. Bulletin on "Training in Courtesy in Elementary School", copies of which are in the school library.

In order that this plan may have a fair trial, teachers who use the plan are urged to give it their best efforts. A few, half-hearted trials will not be a fair test for any method.

In introducing the plan, it is suggested that at least two thirty minute periods a month be devoted to the Problem-Conference.

A sufficient number of problems will be provided so that teachers may select those which seem best suited to the needs of their group.

At the close of the discussion, a selected pupil, or the teacher, should summarize the conclusions, so as to leave no doubt in the minds of the group as to the attitude of the school and society on the problem under discussion.

The following problems are given as examples of the problem-conference method. These may be mimeographed for the use of teachers.

Additional materials may be found in Allen, "Common Problems in Group Guidance." Also "Case-Conference Problems in Group Guidance." "Training in Courtesy"--U. S. Office of Education. These books are in the school library, and should be studied by the teachers using this method.

10. Teachers should take advantage of every opportunity to correlate subject matter with the solution of behavior problems. This is especially possible in the teaching of language for the proper use of language is correlated with proper behavior. Dramatizations of the proper use of language in everyday home and school situations may be found in Tresslar and Shelmodine, Junior English in Action, Book I-III; and in Lyman, Johnson, and McGregor, Daily Life Language Series. Case conference problems from history may be found in Vernon Jones, "What Would You Have Done?" The series, "Living Through Biography", edited by E. D. Starbuck, may be used to motivate study and stimulate right conduct.

AN ADVENTURE IN SELF-RATING

Teachers, whose experinece in this regard gives them authority to speak, attest to the fact that there is no discussion in which children are more interested than in the discussion of behavior problems which touch their lives. One of the purposes of the scale is to stimulate interest in duscussion of the problems mentioned.

The technique of administration should be as follows: (Distribute slates and paper.)

"You are all familiar with various kinds of measurements. (Ask for illustrations.) This is a scale for measuring good school citizenship. Listen carefully, while I read it to you.

"This is a scale for measuring certain habits and actions which show in some degree that you are a good citizen of this school. It does not measure citizenship, because that is too big a thing to be measured in this fashion. It just shows some of the things you may do to show that you try to be a good school citizen in certain places and at certain times. You will notice that there is a question at the top of the scale, and at the side the answer may be given in several different ways. That will be your way of measuring. It is a scale distributed along five points. Let us suppose we have another question which we will all answer together. The question is "Do you show patriotism when the Star Spangled Banner is sung?" We will make up the scale for measurement, "Almost never" is the first point, the lowest on the scale. We will suppose that during the last five years you have had thirty chances to show patriotism by standing when that song is sung. If in the thirty times you had shown patriotism by standing only twice, you would answer "Almost Never." But if you had stood up about eight times you would answer "Once in a while."

"But just supposing that out of the thirty chances to show patriotism in this way you had stood 14 or 15 times, then you would know that you had shown patriotism of this kind "About half the time", and you would wirte that as your answer. If you had the habit of standing when the national anthem is sung, but were sometimes careless, so that you missed eight or nine times out of the thirty, you would answer "As a general rule." If you are quite sure you would almost never fail to stand when the national anthem is sung, you would be able to answer "Nearly always." We might answer many more questions about showing patriotism in the same manner. When you answer the question, you are thinking about your own conduct, not what you think you ought to do at such a time,

but just exactly what you do when you are given many chances.

"Now you are ready to mark yourself on the scale as I read it. Write the number of the statement, and after it the expression which best describes your own conduct."

The self-rating method should be used at least twice each semester. Not more than ten items should be used at one time. Select those which your group needs to discuss most. The purpose of the self-rating is not a numerical mark, but stimulation to thoughtful discussion, and group conclusions on problems of conduct.

Comparison of the pupil's self-rating should be made with the teacher's ratings on the New York Scale, and essential differences noted.

A conference should be arranged with each pupil, and the ratings considered from the standpoint of as great accuracy as possible. The pupil should note the points at which he needs to improve his conduct in conformity with standards generally accepted.

After at least two months' time has elapsed, the scale should be used again, following the same procedure as the first time. The pupil should be acquainted with his rate of progress, so that he may make conscious effort toward a constantly higher ideal.

SCHOOL CITIZENSHIP

These statements refer to your own conduct. Write the number of the statement, and after it the expression which best describes your conduct as near as you can judge.

In school I show by my conduct that I am a trustworthy citizen by:	ALMOST NEVER	ONCE IN A WHILE	ABOUT HALF THE TIME	AS A GENERAL RULE	NEARLY ALWAYS
1. Keeping as good order when the teacher is out of the room as when she is there.					
2. Refusing to pass notes or whisper during school time.					
3. Keeping my attention on my own work during an examination or test.					
4. Never leave the room during a recitation unnecessarily.					
5. Never make unnecessary noise with slate or writer.					
6. Raising my hand when I wish to recite.					
7. Refusing to interrupt another person's recitation.					
8. Taking the blame if I have done wrong rather than letting someone else be blamed.					
9. Carrying out the teacher's directions exactly.					
10. Refusing to let anyone else do my work for me, even though I have to take a lower mark.					

On the playground, or with other boys and girls, I show by my conduct that I am a trustworthy person by:	ALMOST NEVER	ONCE IN A WHILE	ABOUT HALF THE TIME	AS A GENERAL RULE	NEARLY ALWAYS
1. Doing what I know is right even if the rest want to do some other way.					
2. Refusing to cheat in a game even if I know my score will be the lowest of the group.					
3. Refusing to take advantage of a person who does not know how to play the game we are playing.					
4. Sticking to my word when I have given a promise, even if I am the loser as a result.					
5. Taking the blame if I have made a mistake even though it was not intentional.					
6. Doing my full share of the work when a group are responsible (for clearing up after a party or play).					
7. Refusing to "get even" with a person who has done me a wrong even though I feel that person should "not get away with it".					
8. Refusing to let a partner cheat in a game even though it would give an advantage to my side.					
9. Keeping my word when I have given a promise that I do not want to keep even if I think the other person has forgotten about it.					

On the playground, or with other boys and girls, I show by my conduct that I am a trustworthy person by:	ALMOST NEVER	ONCE IN A WHILE	ABOUT HALF THE TIME	AS A GENERAL RULE	NEARLY ALWAYS
10. Refusing to give information about a person I do not like which will work against him, if I am not sure it is true.					

To my parents, teachers and other older persons I show by my conduct that I am a trustworthy person by:	ALMOST NEVER	ONCE IN A WHILE	ABOUT HALF THE TIME	AS A GENERAL RULE	NEARLY ALWAYS
1. Doing exactly as I am told even if I do not understand the reason.					
2. Keeping a secret when I have been trusted with information which should not be told.					
3. Taking a message to another person exactly as directed even if it seems foolish.					
4. Telling what I know about a situation when a wrong has been done by another even though I may be called a "squealer".					
5. Returning promptly when I have been sent on an errand, even though it took less time than was expected.					
6. Taking the blame when I know I am responsible for a lost or broken article even though no one knows.					
7. Doing my full share in a piece of work even though no one is checking up on it.					
8. Repeating information exactly as I received it when I know it to be true.					
9. Finishing a piece of work I have promised to do even though it is much more difficult than I expected.					
10. Refusing to take full credit for a thing when I know others have done just as good work as myself.					

I show by my conduct that I am a trustworthy person by:	ALMOST NEVER	ONCE IN A WHILE	ABOUT HALF THE TIME	AS A GENERAL RULE	NEARLY ALWAYS
1. Doing errands exactly as I am directed to do them when I am told.					
2. Doing errands as I know I should do them when I am not told.					
3. Taking good care of other persons' possessions even if I have not been asked to do so.					
4. Telling immediately when I have broken or destroyed anything which does not belong to me.					
5. Returning or replacing borrowed articles promptly.					
6. Keeping my word when I have promised to do certain duties every day.					
7. Taking the blame when I have done wrong without waiting to be asked about it.					
8. Returning with correct change when I have been sent to the store.					
9. Taking care of another person's money as well as I would take care of my own.					
10. Being true to my trust if I have been left at home to take care of things even though I want to go out.					

SCHOOL CITIZENSHIP

In my efforts to be a good school citizen,--

I FIND IT IS: Easy	Difficult	Very Difficult	
			1. Not to complain over little troubles.
			2. To be cleanly in habits, person, dress.
			3. To do today what ought to be done today and not put it off until tomorrow.
			4. To return promptly and in good condition things which have been loaned to you.
			5. To hold head erect and chest high even while working at a desk.
			6. To forgive wrongdoing in others even when it has caused you trouble.
			7. To do school work entirely alone or with only such help as the teacher permits.
			8. To finish a piece of work even after it has stopped being especially interesting.
			9. To do errands in a satisfactory way. (To do quickly what you are asked to do.)
			10. To play fair in games.
			11. Not to sulk when things have gone wrong. To be a good loser.
			12. To share good times with others.
			13. To be respectful to older people, as giving seat in crowded places.

I FIND IT IS:

Easy	Difficult	Very Difficult	
			1. To wait one's turn quietly.
			2. Not to be "bossy". To be willing to "give in" to others.
			3. To confess when one has done wrong. To do one's best to make it right.
			4. Not to let anyone take advantage or make fun of stammerers, cripples, or other unfortunate people.
			5. To be pleasant in greeting people on the street.
			6. To endeavor to restore lost property to the owner.
			7. To help prevent the spread of disease, as taking care of colds.
			8. To do what you have promised to do. Not to promise more than you can do.
			9. To find a quiet prayer time each day.
			10. To tell the truth even when it may get you into trouble.
			11. To work for the class or the team rather than for yourself.
			12. To take pride in public buildings, as school and church. Not to throw paper on the street.
			13. To be quick to notice the good points in people and speak kindly of them in their absence.

SUGGESTIONS FOR TEACHERS OF YOUNGER CHILDREN.

DISCIPLINE

The purpose of discipline in life:

Not an end in itself, but to help the child to gain self-control.

Reactions Which May be Caused by Discipline

1. Anger
2. Temper Tantrums
   A. Some Possible Causes:*
      1 - Objection to foods
      2 - Restrictions of movements
      3 - Resentment at punishment
      4 - Failure to perform tasks
      5 - Interference with child's activity
      6 - Inability to make desires understood
      7 - Disagreement with playmates
      8 - Giving of medicine
      9 - Sudden frights
      10 - Impatience at waiting
      11 - Jealousy
      12 - Desire to gain attention
3. Sulking
4. Whining
5. Brooding
6. Negativism or Obstinacy
7. Stubbornness
8. Rebellion - active

Variety of Controls Used in Discipline

1. Removing source of trouble
2. Diverting attention
3. Providing substitute activity
4. Ignoring or isolating
5. Redirection and guidance

*Causes, Nos. 1 to 10, from "Anger in Young Children" by F. S. Goodenough.

6. Praise and approval: specific, not general

7. Rewards - "The Gold Star Method" -
see "The Everyday Problems of the Everyday Child"
Dr. Douglas Thom

8. Punishments

9. Scoldings
Not too frequent, otherwise one becomes a nagger.

10. Reasoning
On child's level
Avoid arguments
Responsibility for avoiding tension rests with leader.

Suggested Questions for Teachers

Do you punish because you lose your temper?

Do you punish to show your authority?

Do you punish to get even with the child?

Is your attitude toward the child correct?

Are you trying to help him or are you punishing because you are irritated?

Do you let the child know the reason why you are punishing him?

Do you let him help in making decisions?

Is the punishment logical? Is it related to a specific act?

Obedience

"The more opportunity a child has to do things for himself, the less often will he seek independence through disobedience."

"Value of obedience is in ability of child to conform to standards of fair play and good sportsmanship."

"Obedience is not a criterion of character in itself."

Make the child want to mind or conform.

Obedience is acquired by experience, training, and imitation.

Incentives to obedience are: love of approval and confidence in teacher or parent.

Children do not learn to mind by moralizing with them.

Consider carefully the commands you are asking the child to obey: they may not be worth the effort.

Obedience depends on standards and attitudes of those in authority.

Fear of punishment has little constructive value. It fails to stimulate action in positive directions.

Do not overstress perfection in obedience.

Suggested Questions for Teachers

Are you variable from day to day in the commands you make?

Do you EXPECT obedience?

Are you studying your children?

Are you giving commands worth carrying out?

How are you trying to enforce commands?

Is your attitude correct, or are you correcting too many things?

Do you gain the child's attention before giving a command?

Do you give simple directions that he can understand?

Does he understand why it is desirable to do what is asked?

Do you state the requests in a positive, not a negative way?

Do you keep faith with the child, if you have promised him something?

Do you consider promises carefully before making them?

Punishments

"The failure to be consistent. . . complicates the problem of discipline."

Child should know why he is punished.

Punishment should be immediate and after undesirable action.

Punishment should have some relation to the thing done.

Attach punishment to some specific act, not to a general situation.

Punishment should never be given when an adult is angry.

Teachers and parents should be impersonal in punishing.

Mild punishments are more effective than severe ones.

Be consistent - in what you punish for.

Avoid Violent Punishments

1. They often arouse emotional reactions - which may not be related to the act, i.e. resentment toward parent, feelings of injustice, etc.

2. They are rather easy to give.

3. Spankings are crude methods.

4. They may indicate breakdown of discipline, or failure in a situation on part of the adult.

Suggested Questions for Teachers

Are your punishments effective?

Do you try to understand why the child does things before you punish him?

Were his motives sound?

Are you making as few rules as possible?

Are you consistent in your punishments, allowing the child to do certain things one day and punishing him for these same things the next day?

Do you punish when you have lost your temper, or when you are angry?

Feelings of Inferiority

"Many teachers would be much perturbed if they realized that in the secret places of the child's heart they will be remembered, not for the good things they said, but for the incidental and casual comments and acts that undermined the child's security."

Almost every child or adult feels inferior in some respect.

Causes For Inferiority Feelings

1. Irregular or haphazard bringing up, resulting in improper sleeping, eating, and other habits.

2. Inconsistent discipline

3. Molds and behavior of teachers or parents

4. Sarcasm and ridicule

5. Physical defects

6. Unfavorable comparison with others

7. Thoughts of being unwanted or unloved by parents or group occasioned
   a - By incidental remarks
   b - By direct comment

8. Thoughts of not being popular with crowd

Antidotes

Make child understand

1. That he is wanted

2. That people love him

3. That you are interested in his welfare

4. That he can develop a sense of confidence in himself and in his environment

Suggested Questions for Teachers

Is your treatment of your children helping them to become self-reliant?

Are you developing their abilities and capacities?

Are you furthering their interests and hobbies?

Are you comparing him, to his disadvantage, with others?

Are you expecting more of them than they are capable of fulfilling

Are you trying to be satisfied with the child you have: or are you always wishing that he were different?

Are you establishing a feeling of confidence on his part in your belief in him as a person?

Is he gaining confidence in his ability to do things for himself?

PROBLEM CONFERENCE MATERIALS

FOR THE USE OF TEACHERS

America, the Land of Fair Play

The spirit of our country is the spirit of fair play. The rules of fair play are set forth in our Constitution. The

object of our government is to establish justice, and ensure to all men their rights. One of the rules of fair play is that which prohibits slavery. Abraham Lincoln helped to write this rule.

Abraham Lincoln's parents were pioneers. The story of his life shows that he had developed the pioneer virtues of courage, self-control, and honesty.

When he was only nine years old he borrowed a book called the Life of Washington from a neighbor. After reading it, he placed the book in a crevice between the logs of the cabin wall. A storm came up during the night and damaged the book beyond repair. But Lincoln faced the situation honestly, took the book back to its owner, and told him what had happened. The owner asked the boy severely what he meant to do about it. Abraham answered that he would do anything the owner thought just and fair. So it was agreed that he should work on the farm for three days, and the book was his.

At one time, Lincoln served as a clerk in a country store. Finding that he had overcharged a customer six cents, he walked three miles to return the correct change. Later Lincoln became the owner of a small store. He and his partner gave promises to pay for the whole amount of money involved. This was an unfortunate venture, for his partner proved to be idle, extravagant, and dishonest. He ran away leaving Lincoln to bear the full burden of the debt. But Lincoln's scrupulous payment of every penny, and the frugal way in which he lived until he was out of debt gained for him the nickname of "Honest Abe."

When Lincoln became a lawyer, his associates called him. "perversely honest." He would not take a case which he believed unjust. After giving some time to a case, for which a lady had given him a fee of two hundred dollars, he returned the money, saying: "Madame, you have not a peg to hang your case on." "But you have earned the money," said the lady. "No, no" replied Lincoln, "that would not be right, I cannot take pay for doing my duty."

Lincoln's first view of slavery came when he made a voyage down the Mississippi River to New Orleans in charge of a flatboat and a cargo of produce. He saw slaves working on the plantations, or herded into pens, to be sold at auction. He heard the clank of the chains as the husky slave-gangs marched on, fastened together at wrists and ankles. "When the chance comes to me" he vowed, "I'll hit this thing and hit it hard." Years afterward he said, "I know there is a God, and that he hates injustice and slavery. If he has a place and work for me, I believe I am ready. I am nothing, but truth is everything. I am not bound to win, but I am bound to be true. I am not bound to succeed but I am bound to stand with anybody that stands right."

Do you think Lincoln deserves the title of "Honest Abe". Relate some incidents in his life which show his honesty; his fair play; his sense of justice.

HOW CAN WE HELP PROMOTE FAIR PLAY

In School. Why is honesty a necessity of school life? What is the practice in your school concerning cheating, cribbing, copying, etc.? What do you think of the boy who stood up in an examination and said he was going to quit because everyone else was copying and it was not a fair test? How does being tardy affect the rights of others? Is it honest or dishonest to whisper? to damage books or other school property? In what ways does your school encourage the American spirit of fair play?

At Home. What can you do to make your home happier through fair play? Why is it fair always to do a share of the work at home? Why do you owe it to your parents to save part of the money you receive? What can you do at home to show your love and respect for your parents? Do you perform home tasks to earn money, or to make others happy? Is it fair to tease brothers or sisters or let them do your share of the work? In what ways do you play fair with visitors in the home?

With Money: What would you do if you found money which did not belong to you? If the conductor fails to take up your ticket is it right to ride for nothing? Is it right to steal from one who gets his money dishonestly? Is it right to steal from the rich for the sake of the poor? Is it honest to buy goods on credit when you know you will be unable to pay for them? Could you be trusted to handle money for your class or school?

In Our Country: Is one playing fair with his country who sells his vote? or accepts a bribe? or votes for a friend even though he is not properly qualified for the office? Is one playing fair with his country who disobeys laws he dislikes? or does not try to live up to its ideals and its Constitution? Is it right to report a cheat? a thief? Can boys and girls help the police in any way? Explain how the following government services contribute to justice and fair play: The police department; the board of health; public parks; libraries and schools; inspector of weights and measures; milk inspector; pure foods inspector; quarantine laws; traffic laws; compulsory education laws.

Learn and Discuss: "It is better to suffer wrong than to do wrong." "No one can be honest who fears death, pain, exile, or poverty."

EVERYDAY COURAGE

The radio is bringing music from a football game. Across the street a crippled girl is hanging out the washing. Since

her mother's death she has helped care for the family. She limps as though every step is painful. The radio announcer states that a famous player, kept out of the game by a lame leg, has just gone in, and made a touchdown. Thirty thousand people cheer wildly. The band plays a march. Whom do you think the band should play for, the lame football player, or the crippled girl? Who showed the finest courage?

Which takes the most courage?

1. To risk one's life to save another.
2. To refuse to do what you think is wrong even when your friends urge you to do it.
3. To master restlessness during study hour.
4. To stick to a hard task until it is done.
5. To confess wrongdoing.
6. To do your part when there is sickness in the family.
7. To do what you know you ought to do cheerfully even though you dread it.
8. To do your school work when the rest are at play.
9. To endure physical pain without a murmur.
10. To accept criticism cheerfully and do better next time

A high-school boy says: "The public school programs were terrible things to me. I dreaded to get up before the class and do my part. I would wish and pray for something to happen so that I wouldn't have to get up in front before everybody."

A high-school girl writes: "I was timid but I pretended not to care. I shall never forget the assured air of indifference with which I entered school, languidly twirling a flower, after my return from a visit of several months at the age of fourteen."

What kind of courage does it take to:

Speak in public?
Refuse to smoke cigarettes?
Face ridicule?
Speak the truth?
Master difficulties?
Turn jazz off the radio?
Choose good, hard reading instead of sensational fiction?
Refuse to cheat in games or examinations?

A GOOD SCHOOL CITIZEN IS CLEAN

At one time some older boys tried to force a younger boy to chew tobacco by rubbing it across his teeth. "I would not open up," he said, "because I remembered the Scout Law: A Scout is Clean. He keeps clean in body and thought, stands for clean speech, clean sport, clean habits, and travels with a clean crowd." Does the use of tobacco violate this law?

In what way does a clean body improve the health? Does an unclean mind affect one's health? Does the law of clean thought have anything to do with the music you listen to? The books you read?

Are the objections to slang the same as to profanity? Why? What are the advantages of clean speech? What are the most common faults of dress in your school? Is there any objection to the use of powder or rough? Why? What is it to be showy in dress, or manners?

What attitude should a true gentleman show towards women and children? What assistance is it courteous for a boy to offer a girl on the streets or in the corridors at school? When is it courteous for a boy to take a girl's hand or arm at school?

Make a list of rules of courtesy for your own use. Construct a code of courtesy which you think you can persuade your group to adopt for use in the classroom.

Harry Richards, who goes to the eighth grade of the Lincoln school, plays after school with some ninth grade boys. He wants to please them so as to make sure of a place on the team. These fellows have a habit of swearing, and it seems to be popular. Harry does not approve profanity, and he is convinced of the advantages of clean and forceful speech. But he is a sociable chap and wants to be considered a man's man, and a good fellow. Besides, he does not wish to lose his place on the team. If you were in Harry's place, what ought you to do:

a. Swear just a little?
b. Say nothing about it?
c. Talk it over with each boy separately?
d. Bring up the subject for general discussion?
e. Tell their teacher?
f. Make a talk before the whole class?

Give me clean hands, clean words, and clean thoughts. Help me to stand for the hard right against the easy wrong. Save me from habits that harm. Teach me to work as hard and play as fair in Thy sight alone as if the whole world saw.

THE VALUE OF SELF-CONTROL

A Pioneer Flyer

"Will he make it?" was the question in millions of minds as Charles Lindbergh took off in his plane, the Spirit of Saint Louis, for his long, lone flight from New York to Paris.

He had reached New York, after spanning the continent in two long jumps. Careful preparations were made to overcome the dangers of the journey. Lindbergh went into training to meet the physical requirements of the long, sleepless flight.

He had gained valuable experience in the Air Mail Service. He had jumped with parachutes from burning planes. In building his plane, the makers used great care and skill. The observations and advice of the Weather Bureau helped him to meet the hazards of the weather. In contrast to the squabbling and wrangling in a rival camp Lindbergh worked quietly and steadily as he prepared his plane.

His mother, who is an excellent school-teacher, has regularly attended church and Sunday School. She showed her religious interest when she taught for part of a year in Roberts College, Constantinople. His father was a lawyer who picked his cases not by the size of the fee he hoped to get but by merit. If he believed in his client's case he fought it through, regardless of expense to himself. The result was that he was elected as one of Minnesota's representatives to Congress.

When Lindbergh landed safely near Paris, after thirty-three and one-half hours of sustained self-control, the waiting thousands nearly wrecked his plane with their frenzied welcome.

When presenting him with the Distinguished Flying Cross, Calvin Coolidge said: "The absence of self-acclaim, the refusal to become commercialized, which has marked the conduct of this sincere and genuine exemplar of find and noble virtues, has endeared him to everyone. He has returned unspoiled."

Problems of Self-Control

How would you define self-control? In what ways did Lindbergh show self-control? How did his helpers show self-control? When you think of self-control do you think of control during some great experience, or do you think of control in the case of smaller things?

Can a machine control itself? Can people control themselves? What is the difference between a machine and a person? What other acts besides piloting an airplane require self-control?

"I should like to go to the movies with you, but I simply must study or I shall not pass my examinations." Why is this an act of self-control?

Does it take self-control to learn to play musical instruments? To save money?

Were you ever restless? Is restlessness caused most by having too much to do, having too little to do, or not knowing what to do?

Is lack of self-control due to lack of courage, or to laziness, or to lack of purpose?

What is the value of self-control to a student? to a business man?

Leslie Carter feels that he is old enough to manage his own affairs without interference. His parents realize that Leslie must have more freedom sometime, but are wondering whether the time has come. When they allow him to go out in the evening without supervision the report comes to them that Leslie is not behaving himself like a gentleman. What attitude do you think Leslie's parents should take? What should Leslie do?

Is it better to be controlled always by others, or to show that you are able to control yourself?

How should a person act so as to show self-control on the street? on the street car? in an elevator? in the lunch-room? when using the telephone? at a concert?

Self-Control Begins At Home

Eleanor was subject to frequent outbursts of temper, especially when she was called away from reading to wash the dishes. Her entire body would tremble and she would clench her fists and shriek at the top of her voice.

Can you give examples of occasions and duties which require self-control in the home? Which are the most difficult for you? In what ways do people show self-control in school? in church? in study? in games? at work? Give examples of ways in which you would show control of your words, thoughts, actions, and temper.

Practice Self-Control Daily

Consider the following thoughts and make for yourself a set of rules for gaining self-control:

To practice until you have gained skill in many useful actions helps toward self-control.

Begin strongly. Try as hard as you can, and never once allow yourself to get out of control.

Do something hard every day just to show yourself that you can.

HOW CAN YOU BECOME DEPENDABLE?

Fidelity In Duty

There are some boys who fit the following description of John. John is in the habit of rising late, so that his brother has to do his morning chores for him. On one particular morning his father had already gone to work. His mother

had breakfast on the table, but John hurried off to school without eating. He took the street car at the corner and noticed the traffic officers on duty at the various corners. Principal, teachers, and other pupils were present when he arrived. Most of the pupils knew their lessons, but John had some excuse for being unprepared. He promised some of his friends to practice with the basketball team that afternoon, but his father had given him some money to buy schoolbooks, so he decided to use that money and go to the movies instead.

Beginning The Discussion

How many reliable people was John depending upon to serve him? Was he reliable? Was he fair to those who kept faith with him? Could his father depend on him? Would he make a good friend? Is it honest to be unfaithful in duty? What would happen if John could not depend upon his father to earn the living, or his mother to care for the home? What might happen if his father were called away from home and had to leave him in charge of the home? What are some of the things that might result if traffic officers or motormen neglected their duties? Are school work and home work part of a boy's duty? Suggest possible ways in which this boy could change himself.

Other Situations For Discussion

At the close of a spelling test, the boy who finished first said, "I didn't know how to spell half the words; I guessed at them." Is guessing ever advisable? Would you call a person reliable who persistently guesses at things? What would be the consequences of guesswork on the part of such people as doctors, nurses, teachers, engineers, aviators, or sea captains?

In our school there is a boy who is good at excuses. When he is caught unprepared he says he could not find the right book, some one disturbed him, he had a headache, and so on. When he is reported for misbehavior at recess, he says some one pushed him, or it was an accident. When he is tardy he has the excuse that he had to help his brother to find his cap, or that the water pipes froze and there was a flood. What is your opinion of a person who is always making excuses? Would you choose such a person to be on your side in a game? to help you with your work? Why or why not?

Can the members of your class be trusted to do their work and keep order when the teacher is out of the room? to have lesson papers ready on the day assigned? In electing class officers would you vote for anyone who was known to be unreliable or untrustworthy? Give reasons for your answers.

Mary was an extremely restless child who could not sit still long enough to finish any piece of work. The teacher discovered that this nervousness was due to adenoids, lack of proper food, and insufficient sleep. Can anyone be reliable who is in poor physical condition? Do you have any difficulty in being thoroughly reliable? If so, what is the real cause? Is it poor physical condition? poor memory? tendency to be easily led? tendency to daydream? shielding wrongdoers? carelessness? leaning too much on others? unhappy associations in home or school or neighborhood?

How does a person's knowledge of his work help to make him a reliable citizen? If a person fails in work which he does not understand, is he unreliable? Must we understand some useful work in order to be trustworthy? How do your school studies help in this?

"Did you ever think how unhappy you would be if everyone tried to do less than his duty? How many things you would lack if father remained at home every day and decided to work as little as possible! Who would pay for your food, buy your clothes, give you a place to live?

"Suppose mother should refuse to get your meals, to care for your clothes, to nurse you when you were sick. If father and mother did only part of their duty you might not be able to attend school, to educate yourself and make the most of your opportunities. Each one must do his duty or some one will be unhappy.

"Imagine an unreliable engineer on one of our 'flyers'! What a terrible chance for loss of life, mutilation, and wrecking of property, if we could not absolutely depend upon those who handle our locomotives!

"What a financial chaos is opened up when we think of men holding bank positions not being reliable! What continued harassment and nervous strain if we cannot depend upon our public servants of all kinds: the carpenter, the plumber, the grocer, the mover, and so on! Our whole structure of society would become most wobbly, if it did not utterly fall, if we could not depend upon our fellow men in all the different positions they occupy."--From "Citizenship Through Character Development," by Grace Hackett.

"THE POWER OF PURPOSE"

"The secret of success is constancy to purpose". This truth is illustrated by the life of David Livingston. In his boyhood, after careful consideration, he made up his mind to become a missionary; and he held to this purpose in spite of many discouraging circumstances.

This high purpose unified and directed his life. In order to gain the education necessary he attended night school, after working fourteen hours a day in the factory. He attended college and medical school, working during the summer to earn his way. He was almost rejected by the Missionary Society because of his slowness of speech and hesitancy in prayer. In Africa he underwent many hardships on his long and arduous journeys among savage tribes and the terrors of the jungle. In this effort to carry the Gospel to all parts of the dark continent, Livingston discovered many hitherto unknown lakes and rivers, including Victoria Falls. He had to send his family back to England. He had difficulty in raising funds. Many church officials questioned Livingston's beliefs. He was opposed by the slave dealers because he preached against the slave traffic. He mastered the language of the natives. He endured many attacks of fever. To aid him in his explorations he studied astronomy. He believed that it was impossible to be too well prepared for the work of a missionary.

"So powerfully convinced am I," he wrote, "that it is the will of our Lord that I should go, I will go, no matter who opposes". David Livingston's success was due to the fact that he brought all his powers and abilities into subjection to one supreme unselfish purpose for the glory of God and the good of man.

What was David Livingston's purpose? What were some of the obstacles he had to overcome in order to achieve it? Why did he choose this purpose? Are you forming some central purpose for your life? What blind persons can you name who had a life purpose? What is the true ambition that should guide a person in forming his life purpose?

Choosing a Career

On the last day of last January John Panello, graduated from a public grammar school in New York. In school he had been fond of arithmetic, and from childhood had wanted to become a bookkeeper. But the classroom had become irksome to him, and his parents, had "taken it for granted" that he would go to work after graduation. He received no answer to his first application for a job--that of office boy in a place where he hoped that he might work up to a position as bookkeeper. . . .After three weeks of looking for work he got a job as errand boy for a dyeing and cleaning establishment. At the end of one week the boy who had had the job before came back and John was fired. . . .After a day's hunt he saw a sign "Boy Wanted" and was taken on by a firm manufacturing ladies' hats. At the end of two weeks. . . . he left, because "a feller who had been there four years was getting only $6 a week."

Before leaving, he had been lucky enough to get a promise of a job with a millinery firm. After a week and a half of this . . . "another feller said, 'Come along and learn carpentry,'" so John got a job at loading and unloading wagons for a firm that made wooden boxes . . . When he learned that the factory was going to move, he decided to quit.

During the next three weeks John did five different kinds of work. He finally got a job as an office boy, answering the telephone, and sweeping the floor. He is still there, but he doesn't think much of the work. "What can I learn?" he asks. (Adapted from The Survey.)

What is the chief criticism you would make of John's course of action? Why would it have been wiser for him to have stayed in school? Would a life-purpose have made any difference in his plans?

If you had your choice how would you spend the most of your time? What occupations do you like best, and why? What qualities are needed for success in the work you like best?

State your life-purpose in definite language and show how it governs all the acts of your daily life. How do your school studies help you to achieve your life-purpose? Student activities? Leisure time? Your use of money?

Does your life-purpose call for your best effort? Will it make you helpful to others? How much of his time should one spend doing things for others? Make a list of occupations carried on solely for others, and a list of those in which nothing is done for others.

A young lady with musical talent has the choice of training to become a choir-singer in church, or a jazz-singer in a theater. Which is preferable as a life purpose?

Which factors are most important in choosing a career? Our own talents or abilities. The needs of humanity.

How can we help classmates to have a purpose in life? Make an outline for a talk on "The Advantages of Having a Purpose."

SEEKING FRIENDSHIP

Loyal Companions

The pupils of the Fairmont Junior High School had just been dismissed and were leaving the building. A group of boys stood on a corner waiting for Charles. "He had to stay

for spelling," said one alert lad. "I hope Miss _____ lets him out soon so he can pitch the game to-night."

Just then there was a loud whoop, and Charles came running at full speed. "Got to go home and do my chores and change my clothes," he shouted, "but I'll be on the field at four o'clock."

"Hurry, and we'll wait for you." The boys of the 8A baseball team went toward the ball field. They did not notice the new boy from the country who followed them. He was shy and had not been able to get acquainted very well. But how he liked to play baseball!

Charles finished his chores in record time, and called to his mother: "I've brought up the coal and wood, mother. I'm going out to play ball."

His mother ran across the room and called out the front window: "Don't forget that you are going to take your father's supper to him to-night. You can't get it to him in time unless you are here at five o'clock to take it."

When Charles arrived at the ball field, the two captains measured the bat with their hands to see who was first up. The game went along until the fifth inning when the score was six to five, in favor of the 9B team. The 8A boys watching the game shouted, "Hold 'em, Chuckee." Charles looked around and saw the new boy cheering. In the first part of the ninth inning the excitement was intense. There were three men on bases and it was Charles's turn to bat.

He had just swung his bat to get the feel of it when the five o'clock whistle blew. What thoughts raced through his head! How could it be so late? His teacher had said that a boy who quit his team was not doing his duty to the school. But he had promised his mother, and he knew that his father would not have time to eat his supper unless he started at once. What should he do?

Then his eye caught the eager look on the face of the new boy. "Hi there," said Charles, running toward him. "Play ball?"

"Yes, I did at home."

"Take my place?"

"Sure, I'd like to."

Charles handed his bat to the new boy, and as he ran toward his home he heard the sound of a hard-struck ball. He looked back and saw a 9B boy hunting for it outside the fence.

The next day the 8A class had two heroes, and the new

boy was no longer lonely. Better still, Charles had made a friend who remained loyal long after this exciting ball game was forgotten.

If you had been in Charles's place, what would you have done? What would his teacher have advised? the boys? his mother? Which duty is higher, to your team or to your mother and father? How did Charles's friendliness help him to do his duty?

A Situation to Consider

James had persuaded his friend Joe to join the Boy Scouts. But on the day he was to join Joe whispered in school, and the teacher asked who had created the disturbance. Unless some one confessed the whole class would be kept after school. If Joe were kept after school he could not join the Boy Scouts that afternoon. What should Joe do? What should James do for his friend? Should he keep still? take the blame so that Joe could go free? lay all the facts before the teacher? say that some one else had whispered?

Being One of a Group

What do the pupils in our school do to make a new pupil feel at home? Suppose you were a new pupil in a strange school. What could you do to show your friendliness? What are the chief things that stand in the way of friendship of all the pupils of a school? How can these hindrances to friendship be overcome?

Are there any cliques, fraternities, or secret societies in your school? If you were to exclude a boy from your group, what would be the effect on him? on the group? Name the school clubs to which you belong, such as literary, musical, dramatic, debating, athletic, and so on. How are these clubs of value in developing friendships?

Santo had been kept in after school to finish his arithmetic. "I wish I were in the Maple School," he complained to his friend Tony. "Look how they beat us in football."

"Did you play on our team?" asked Tony.

"No, of course I didn't," Santo replied crossly. "I'm going to be captain or else I won't play at all."

"That's mean, Santo," said Tony hotly, "and it's not fair. If you don't help the team of course we'll lose. If Miss Smith doesn't make you do your arithmetic until it's right, you'll never learn anything. If you ask me, Santo, even though you are my pal, I think you're a poor sport." And Tony left his friend standing alone and angry on the corner.

After Santo's anger had cooled off a bit, he did a little thinking, and to his surprise and chagrin decided that his chum was right after all.

Did Tony do right to speak so sharply to his friend? How far should he go in trying to reform his friend? If Santo does not do better, should Tony break off their friendship? Does loyalty to our friends demand that we think them perfect? Should you do anything for a friend's sake that you would otherwise consider wrong? Can a liar be a true friend?

The Art of Being Kind

One day when Donald Gordon came to school he heard jeering shouts and saw a crowd of boys gathered in a corner of the yard. In their midst was a queer little fellow, with fists in his eyes to keep back the tears as he tried to escape from his tormentors.

"Hi there!" yelled Donald. "What's all this? Who is the new boy, and what are you doing to him?"

He's Leido's cousin," explained Tommy Jones. "He's just come over from the old country, and he talks so funny, and his clothes are so queer that we just can't help laughing at him. His name is Edro."

Donald took Edro by the hand and went to find Leido. He was playing with some other boys and had forgotten all about his lonely and unhappy cousin.

After school that night Donald, who was president of the Good Citizenship Club, called a meeting of the members. he talked very seriously to the boys about being polite and kind to strangers, and about being helpful and doing a good turn every day. He explained that Edro was an orphan who had come from a far-away land to live with them and to be one of them. "How can he learn to love America and be a good citizen if we don't treat him right?" Donald asked. "What's to be done about it?"

The boys sat in silence for a few moments.

"We just didn't think," said Tommy.

"Well, think now!" Donald exclaimed. "What are you going to do about it?"

Then Lee Walker arose and said, "Mr. President, I will go to school with him in the mornings, for I live next to him." Hardly had he finished speaking when Tommy Jones volunteered, "I will go home from school with him and see that no

one annoys him." Then other boys offered to help him to get his lessons, to teach him American games, and so on.

Material for the Discussion

Why was Edro especially in need of kindness? What else could the boys have done to be helpful? What is the situation with regard to kindness in your school? Are the pupils as a rule thoughtless and mean, or kind and helpful? Have you any classmates especially in need of kindness? What can you do to help?

Check up on these acts of unkindness in your school:

1. Pushing in line.
2. Playing tricks.
3. Saying unkind words.
4. Hiding things.
5. Breaking things.
6. Making unnecessary noise.
7. Talking out loud.
8. Hurting other children.

The Practice of Good Will

How do thoughtlessness and neglect make for unkindness when we forget to carry out our parents' wishes? when we fail to keep school books in good condition? when we neglect to cooperate in class activities? when we fail to take good care of our clothes? when we forget to perform our household duties? Why is such neglect unkind?

Two mothers have different ideas about bringing up children. The first mother waits on her children, picks up things after them, and never scolds. The second mother makes her children take care of their own things and wait on themselves, and sometimes she spanks them. Which mother shows true kindness, and why? Is it possible for a large family to live together happily without kindness? Explain. Why is the only child of a family likely to be spoiled, selfish, and unkind? What could be done to avoid this? Is it kindness to work all a pupil's problems so he himself will not have to do them? Why? Is it true kindness to do everything for our friends?

Faithful to the Highest

"Now there was, not far from the place where they lay, a castle called Doubting Castle, the owner whereof was Giant Despair. It was in his grounds that they were now sleeping. Wherefore he, getting up in the morning early, caught Christian and Hopeful asleep in his grounds. Then with a grim and surly voice, he bid them awake; and asked them whence they were, and what they did in his grounds. They told him they were pilgrims, and that they had lost their way. Then said the giant, 'You have this night trespassed on me by trampling in and lying on my ground, and therefore you must go along with me.' So they were forced to go, because he was stronger than they . . . The giant, therefore, drove them before him, and put them into his castle, into a very dark dungeon . . . Here then they lay, from Wednesday morning till Saturday night, without one bit of bread or drop of drink, or light, or any to ask them how they did: they were, therefore . . . far from friends and acquaintances . . .

"So when he (Giant Despair) arose, he getteth him a grievous crab-tree cudgel, and goes down into the dungeon to them, and there first falls to rating of them as if they were dogs . . . He told them, that since they were never like to come out of that place, their only way would be forthwith to make an end of themselves . . .

"'Brother,' said Christian, 'What shall we do? The life that we now live is miserable . . .'

"'Indeed, our present condition is dreadful, . . .' (Hopeful answered) 'And let us consider again that all the law is not in the hand of Giant Despair. Others, so far as I can understand have been taken by him, as well as we, and yet have escaped out of his hand. Who knows but that God, that made the world, may cause that Giant Despair may die; or that, at some time or other he may forget to lock us in; or that he may, in a short time, have another of his fits before us, and may lose the use of his limbs? And if ever that should come to pass again, for my part I am resolved to pluck up the heart of a man, and to try my utmost to get from under his hand. I was a fool that I did not try to do it before . . . Let's be patient and endure a while; the time may come that may give us a happy release; . . .'

"Well, on Saturday, about midnight, they began to pray, and continued in prayer till almost break of day.

"Now, a little before it was day, good Christian, as one half amazed, brake out in this passionate speech: 'What a fool,' quoth he, 'am I thus to lie in a dungeon, when I may

as well walk at liberty! I have a key in my bosom, called Promise, that will, I am persuaded, open any lock in Doubting Castle.' Then said Hopeful, 'That's good news, good brother, pluck it out of thy bosom, and try.'

"Then Christian pulled it out of his bosom, and began to try at the dungeon door, whose bolt, as he turned the key, gave back, and the door flew open with ease; and Christian and Hopeful both came out. Then he went to the outward door that leads into the castle yard, and with his key opened that door, also. After, he went to the iron gate, for that must be opened, too; but that lock went . . . hard, yet the key did open it. Then they thrust open the gate to make their escape with speed; but that gate, as it opened, made such a cracking, that it waked Giant Despair, who, hastily rising to pursue his prisoners, felt his limbs to fail; for his fits took him again, so that he could by no means go after them. Then they went on, and came to the King's highway, and so were safe, because they were out of his jurisdiction.

"Now, when they were gone over the stile, they began to contrive with themselves what they should do at that stile to prevent those that should come after from falling into the hands of Giant Despair. So they consented to erect there a pillar, and to engrave upon the side thereof this sentence: 'Over this stile is the way to Doubting Castle, which is kept by Giant Despair, who despiseth the King of the Celestial Country, and seeks to destroy the holy pilgrims.' Many, therefore, that followed after, read what was written, and escaped the danger."--From "The Pilgrim's Progress," by John Bunyan.

1. What is meant by the dungeon in which Hopeful and Christian were imprisoned?

2. In what state of mind were the pilgrims at the beginning of the story? at the end? What caused their courage and hope to revive?

3. Do you know of anyone in your school or class who has become discouraged? What can be done to help him or her?

4. Tell how some person of whom you know or of whom you have read kept on trying, in spite of disappointments.

A Brave Struggle

Teddy Roosevelt, as he was affectionately called, was filled with a keen desire, in spite of his ill health, to lead a public life and to become a statesman. To be of greatest service to the public, a statesman should have strength and good health to give his whole time to his work. When Roosevelt realized this, he made up his mind that he

would build up his body to be equal to the task on which he had set his mind. His ambition continued so strong that his father and mother did all they could to help Roosevelt in his continued efforts to become strong. He took up life in the open air, and paid much attention to exercise every day.

After graduating from the university, Roosevelt went west and bought a cattle ranch. At this ranch he stayed for over a year, living the life of a cattleman. He almost lived in the saddle. He learned to work long and hard. He developed endurance and acquired strength he had not known before. Even later on, when busy with affairs of state, he found time to revisit his ranch. How well he succeeded in building up his weak body so that he could serve the public and his country you can see by reading an account of his life.--Adapted from "Studies in Conduct," by Hague.

1. In what ways did Theodore Roosevelt show perseverance? How did his life purpose help him to persevere?

2. When Dorothy graduated from junior high school she signed up for the college preparatory course. That summer her family moved to a different town, she had an operation on her eyes, and the senior high school was a long distance from her home. She did not know many of the pupils and everything was new and strange to her. When the half-year examinations were over Dorothy found that she had failed in languages. She was so discouraged that she threatened not to return to school for the second semester.

Do you think that she was justified in leaving school? Or should she have persevered in her purpose? What could be done to strengthen her purpose and her power to persevere?

LOYAL RELIABILITY

Faithful Helpers

When an ocean liner sails out of New York harbor, ready for its long voyage across the Atlantic, there is on deck an excited group of people waving good-bys to those on shore. On board is another group of people, also. This is the ship's crew, every man responsible for some duty. There is the captain, who is responsible for the lives of all on board. He must watch the sea, the weather, the wireless reports, the passengers, and the crew, and be ready for any emergency. There is the lookout, who must pace the bridge in all sorts of weather. Should he fail at his task, disaster might come to the ship. There a re the men who work in the engine room. Greasy and hot, breathing for hours the oily atmosphere of the engine room, they faithfully keep every screw and bearing in perfect order so that the engines may send the ship pounding on through the sea. Besides all these,

there are the men who prepare the food, the waiters, the stewards, the errand boys, the office force, and the ship's doctor--everyone having his own job to do.

It would be impossible for the captain of the ship to watch every member of the crew all the time to see that the work is done. But each man knows that if he does not measure up to his responsibility, he is not only disobedient to the captain, but, as each man has a special task, his work would not be done at all. Every sailor is proud of the ship. When it comes safely into port, some credit for the successful voyage is due to each man. Should a man shirk his responsibility, some one else will be found to take his place at the next port.

In a way, each of our homes is like a ship with a captain and a crew. Each one has a job. Our School is something like a ship, too.

1. In what ways does our School compare with this description of the workers on a ship? For what part of the work are the following persons responsible? The superintendent; the teachers; the pupils.

2. In what ways are pupils responsible for the success of their School class? Why? Consider the following:

a. Good behavior in class.

b. Obodience to regulations concerning care of books and lesson materials.

c. Responsibility for order of class lines, and order in the halls.

d. Care of the classroom.

e. Care of the bulletin board.

f. Work on some committee.

g. Individual participation in organized class activities.

h. Reports on increased responsibilities assumed at home.

i. Careful study and preparation of lesson assignments.

3. Report on news items concerning persons who have shown unusual reliability and loyalty to duty.

4. Discuss the way in which these historical characters showed reliability.

a. George Washington.

b. Benjamin Franklin.

c. Abraham Lincoln.

d. Theodore Roosevelt.

e. Woodrow Wilson.

f. Clara Barton.

g. Mary Lyon.

h. John Mark.

i. Barnabas.

j. Timothy.

"An Extra Pair of Eyes"

When Michael Pupin started to America from Servia, his mother said, "My boy, if you wish to go out into the world you must provide yourself with another pair of eyes, the eyes of reading and writing."

After overcoming many obstacles, Michael found himself in New York City, an immigrant stranger, with five cents in his pocket. He finally secured a job on a Delaware farm. He did his work well, but could not speak a word of English. He was eager to learn, however, and the daughter of the farmer offered to teach him the English language and American history.

Michael soon discovered that there was no one from whom he could not learn something; so he began to try to learn all he could from everyone whom he met. While working in a New York factory, he became acquainted with Jim, the engineer of the boiler room, and discovered that he was brimful of practical knowledge. So Michael spent as much time as possible with him, learning how to run the machinery of the boiler room, and mastering much of Jim's useful wisdom.

It was from Jim that Michael learned how to control his fiery temper and to persist in perfecting himself in anything that he undertook to learn. "Practice makes perfect," Jim remarked. "Here in the boiler room everything is under control. Even in a boiler room, as full of tricks as human life, perfection knows no difficulties that can stump it."

There was another employee at the factory from whom Michael found that he could learn much. He was a strange,

sharp-faced man, but he knew Latin, Greek, and music, and could recite long passages of good poetry. He helped Michael to memorize the Declaration of Independence, many speeches of Patrick Henry, Daniel Webster, Abraham Lincoln, and other famous Americans. He attended regularly the church of Henry Ward Beecher, the eloquent Brooklyn preacher.

But Michael found that he could not learn from his associates and public speakers as much as he would like. So he attended night school at the Cooper Union, and prepared for college at Adelphi Academy. The strange, lonely Servian boy had learned so much during only five years from those with whom he worked and lived that he made a remarkable record at college and graduated with high honors. He specialized in electricity, and went to Europe to continue his studies. On his return, he became a professor at Columbia University. During the World War, he invented the radio telephone.

In his hungry search for the truth, whether from the lives and lips of friends and teachers, or in experiments with the forces of nature, Michael Pupin fulfilled the highest hopes of his wise and devoted mother, who had insisted on his possessing "an extra pair of eyes."--Adapted from "Adventures in Habit Craft," by H. P. Schauffler.

1. Why did Michael Pupin succeed while so many other immigrants fail?

2. What is your attitude toward your studies? Are you taking as good advantage of your many opportunities to learn as Michael did of his few opportunities? If not, why not?

"Why School?"

Dr. Cloyd H. Marvin, president of George Washington University, forcefully expressed one important phase of the purpose of education in a talk to the mothers of freshman girls. He explained that three reasons are advanced by parents for sending their boys and girls to school.

The first reason is thoroughly human. It is frequently advanced and entirely false. It is, in effect, that father and mother, weary and heartsick over the endless struggles of life, wish their offspring to have an easier existence on a higher social level. They regard the price they pay for the education of their sons and daughters as a legacy of comfortable leisure and laziness.

The second reason is given by those who regard school as a glorified kindergarten where, during its formative years, youth is protected from contact with the harder aspects of life. Parents of this type seek to shield their children

from hard work, but their effort is as useless as trying to teach swimming by classroom lectures. It is also as undesirable.

The third reason is advanced by a group which considers school as a place of preparation for more struggle, for harder and more efficient work, and for greater service to the world. Personal ambition may be satisfied at the same time, and the student may attain a higher and more desirable economic position. But these ends are incidental.

Enrollment in any school or college is an enlistment in the service of society, however vague this may appear to the student. There is no doubt that this point often is lost sight of entirely. It is difficult to realize the truth that the purpose of education is not to give additional privileges, but to impose additional responsibilities, and to render the boy or the girl capable of boaring those responsibilities.

1. What reasons are most often given by parents for sending their children to school? Which reason do you think is the best? Why?

2. How is your school helping you to achieve your purpose in life?

3. Why do teachers and parents sometimes urge us to study subjects which do not appeal to us?

4. Why do we study literature? history? mathematics? science? languages?

PERSONAL APPEARANCE

Objectives

1. To teach the importance of attention to personal appearance.

2. To stress the responsibility of each person for cultivating habits of good personal appearance.

3. To teach pupils to appreciate the helpful criticism of parents, teachers, friends, or employers in this regard.

The case

Jim left school in the seventh grade and went to work in the shipping room of a large department store. Deep down in his heart Jim wanted a job in the part of the store where the customers are; some day he wanted to be a salesman. Two

years went by, but he was not promoted out of the shipping room. Other boys who were no older than Jim were promoted into the retail department, where they would come in contact with customers.

Finally Jim had a chance to work for his brother as a helper on a truck. Thinking that the boss must have a grudge against him, Jim accepted the job with his brother. Before he left the shipping room he asked the boss why he had never been promoted. The answer was that he had never come to work with his hair parted, his shoes were never polished, his clothes were seldom pressed, and his nails were always dirty.

Jim left the shipping room feeling that the boss should have told him that it was important to be careful of his personal appearance even though polished shoes and combed hair were not essential for success on his job in the shipping room.

Issues involved

1. Was Jim treated unfairly? Why? Why not?

2. Was it the duty of the boss to tell Jim that he must "spruce up" his personal appearance? Do bosses often help boys get a better job? Should they?

3. Should Jim's boss expect Jim to keep his hair parted all day while he was working hard in the shipping room? How could the boss tell whether Jim was naturally neat in his personal appearance?

4. Did the advice help Jim or did it merely hurt his feelings?

5. How might Jim profit by the advice of the boss on his next job? Should the school have taught him this lesson?

6. Which counts more in shipping-room work: (1) personal appearance or (2) hard work? Is one likely to succeed without either? How about other kinds of work?

7. What might Jim do before giving up hope of ever becoming a salesman? What training might Jim get in public evening schools which would help him to become a salesman? Is training necessary for what he hopes to do?

Summary of the conclusions

At first the class feels that the employer was negligent in not attempting to help Jim improve his personal appearance. He should have explained to Jim why others were given the opportunity before he was. Some pupils will emphasize the fact that a person cannot always look neat when engaged in certain kinds of work; such as in the shipping room, garage,

kitchen, etc. Gradually opinion will shift towards the attitude that unless a person looks better than his present job, he may never have a better job. The responsibility belongs entirely to Jim to show that he has all of the necessary qualifications for a position that requires a better personality. However, his parents and teachers should help him while in school to realize the importance of these factors.--Adapted from Case-Conference Problems in Group Guidance, by Richard A. Allen, Inor Publishing Co., New York City.

TEASING THE TEACHER

Objectives

1. To induce a more thoughtful attitude on the part of the class towards unnecessary interruptions, however amusing they may be, and to teach pupils to regard the welfare of the group as a first consideration.

2. To teach pupils to respect the authority and function of the teacher or of other persons in positions of authority or service.

3. To help pupils to discriminate between teasing as a good-natured, friendly, and delightful social amusement, and teasing as a malicious, antisocial, and cruel practice.

The case

Harold is the class cut-up and comedian. Miss Smith, the teacher of French, is easy to tease and not too hard on the pupils. Harold finds it great fun to pretend that a visitor has entered the door behind her, that a note has been passed, that he has gum in his mouth, or play some similar prank, so that Miss Smith will investigate and the class may enjoy a good laugh at her expense. Others are tempted to follow his example until she is nearly desperate, although she tries to retain her good nature and self-control. The pupils like her and she tries to take the teasing in good part and not to scold or punish the offenders. In fact, it is hard for her to put her finger upon any serious offense. There is merely a continuous stream of small annoying interruptions to distract the attention of both teacher and pupils from the tasks at hand.

As a result, the progress of the class and the quality of the work prove unsatisfactory, as shown by the test results. Mr. Wood and Mrs. Brown, influential members of the community, complain that their children are wasting time in their French class because of Miss Smith's lax discipline. Her reputation for control of her class suffers considerably, and finally the principal warns her that, unless she improves, her annual salary increment may be withheld.

Issues involved

1. Are there boys like Harold in every class? Girls? Teachers like Miss Smith who try to be good sports? Some who have given up trying? Why?

2. Is there anything wrong about teasing? Does it enliven a party, picnic, conversation, leisure period? How might it be considered in a shop, office, store? If you were owner or manager, would you encourage, restrain, or prohibit teasing among workers? How much?

3. If school is to be a pleasant place in which to live and work, should not some innocent fun be expected? How much? How innocent? Should effective working conditions always be maintained? In classes as in a library? Whose business is it? The teachers? The pupils? Both? Can the teacher do it alone?

4. When is teasing fair? Unfair? Malicious? Cruel? An interference with work? With rights? Can you give examples to illustrate? Is it all right to tease an older person? A younger person? A brother or sister? A tramp or beggar? A peddler?

5. Does a teacher deserve any special consideration? A policeman? A clergyman? A physician or nurse? A woman? What is meant by saying that in school the teacher is by law in loco parentis? Is there any relation between authority and respect?

6. If Miss Smith were unfair, unpopular, or "crabbed," would that make any difference in this case? To what extent does the teacher determine the attitude of the class? Can the class also determine the attitude of a teacher? Could this be proved by experiment?

7. What is meant by the morale of a class or a school? How is morale created? In a faculty? In a student body? What part may each pupil play in creating and establishing a high morale?

8. Can you summarize the opinion of the class in regard to (a) teasing a person in authority who serves the group; (b) friendly and unfriendly teasing; (c) where and how much teasing should be permitted; (d) how school morale can be developed.

Summary of the conclusions

At first the pupils think that Harold's pranks are harmless and should be ignored. Gradually the effect upon the class, the teacher, and the school becomes evident.

Friendly teasing is a delightful pastime, but teasing any one in authority is much like disrespect for parents or for law. It would not be tolerated in employment if it interfered in the least with the work. It will be hard to stop it in school without the cooperation of the pupils. Good morale makes a good school, army, athletic team, office force, or a good class. Each pupil should do his part to conduct himself for the welfare of all. Pupils who fail to assume such responsibility should be isolated and "disciplined."--Adapted from Case Conference Problems in Group Guidance, By Richard A. Allen, Inor Publishing Co.

HELP ME, EVERYBODY

Objectives

1. To help pupils to be independent.

2. To help pupils to see a parasite in his true light.

3. To help pupils to appreciate the importance of accepting responsibility for daily duties.

The case

Robert is seventeen years old, a junior in high school, and very popular with boys and girls alike. In fact, he is so genial, appreciative, and pleasant that people like to do things for him. His mother and sister wait on him from morning till night. He never cares for his room, seldom hangs up his coat and hat, never puts his books in his desk at home, or polishes the family car, or even shines his shoes if he can get some one else to do it for him. He always has a smile and a gracious "thank you," but he seldom things of returning these favors or services. His father is worried about him because he is so dependent on others. He, on the other hand, always had to do everything for himself. He remonstrates with his son, but Robert merely passes it off as a joke. What shall his father do, if anything?

Issues involved

1. Is this a serious problem or a joke? Do you know persons like Robert?

2. Is dependence or independence a habit? How do you acquire it? Can it be acquired all at once? What would you recommend to Robert's father?

3. Do people respect independence? Is it an occupational asset? A social asset? Suppose Robert should go to a summer camp or join the Reserve Officers' Training Corps?

4. Isn't it ever permissible to have friends help a person? When? Should there usually be a return service? Are there other debts besides financial obligations? Is there really any difference between owing money and owing services?

5. What names are often applied to one who always accepts and seldom grants favors? (Sponger, parasite, four-flusher, etc.) What about invitations to parties, dances, etc.--should they be paid back? Should you accept them if you cannot return them?

6. Try to state your own practices or policies in accepting favors from other people.

Summary of the conclusions

At first the case appears to be something of a joke. Robert is a clever "kid." Gradually the group sees that he is imposing on the good nature and generosity of his family and friends. He is a beggar! A "regular fellow" does not like to be indebted to others. Independence is a real personal asset and commands the respect of people. One should pay back invitations, favors, and services, or should not continue to accept them. --Adapted from Case Conference Problems in Group Guidance, Richard A. Allen. Inor Publishing Co. New York City.

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"Help Me"

Mary Ann pretends she is helpless so others will pay attention to her. Although she has been in the Kindergarten Department for two years, she depends on someone else to put her in her chair in the dining room. All the girls laugh at her, as they know she can find her place if she wants to. In school, also, Mary Ann does everything wrong so that the teacher will have to help her. Even when visitors come to the school she tries to gain their sympathy, and this makes them think that all blind children are helpless.

How could Mary Ann receive attention without pretending to be helpless?

Should children expect constant help from others? Why or why not?

What harm is Mary Ann's behavior doing to herself? To others?

Can the teachers encourage Mary Ann to help herself? How?

Can the other girls encourage her? How?

*** This and the following nine problems were prepared by Dr. Frieda Merry Kiefer. From the Teachers Forum, Jan.-Mch. 1932

The Fifth-Grade Bully

George is the biggest boy in the fifth grade and has much sight. He can't do his school work well, and the class often laughs at his answers.

Outside of school the other boys keep out of his way because he kicks and punches them if they don't do everything he says. George especially takes advantage of the totally blind boys. He sneaks up behind them and kicks or trips them.

Both the teacher and matron have punished George, but it helps only for a short time.

How does laughing at George make him feel?

Why does George bully the boys outside of school?

How can George help the totally blind boys instead of tormenting them?

How can the other boys help George?

Will punishing George do any good? Why or why not?

Is it ever right for any boy to bully another because he is stronger? Why or why not?

Charlie's Dinner

Charlie never thought it was worth while to be careful about his table manners. The matron tried to tell him how important it is to eat properly (especially for blind people), but Charlie didn't pay any attention to her.

One day Charlie's Sunday School teacher invited him to her house for dinner. He was very eager to go.

At the dinner table Charlie dropped some potato on the carpet and spilled his cocoa on the table cloth. He felt very much ashamed and didn't enjoy the rest of his visit. He wished then that he had tried to learn better table manners.

Is Charlie likely to receive another invitation to his Sunday School teacher's house? Why or why not?

Should Charlie's blindness excuse his poor table manners? Why or why not?

If Charlie had had some slight table accident, do you think that would be excusable?

Is it best to wait until one is grown up to learn table manners? Why or why not?

Is it better to ask for help at table rather than risk spilling things? Why or why not?

A Serious Accident

One day in October some boys were coming out of school pushing and jostling each other in their rush for the playground. Just as they reached the playground someone pushed Jimmy Ward so hard that he tripped and fell.

Most of the boys did not notice Jimmy's fall, but William stopped to help him get up. Jimmy could not step on his foot, so William called two other boys to help carry him into the house.

When the doctor came he found that Jimmy's ankle was broken. The boys were all questioned, but no one would admit he pushed Jimmy.

Jimmy had to spend many weeks in the hospital, and could not move his foot on account of the pain.

When he returned to school after the Christmas vacation, he found he was far behind in his school work and was very discouraged. Although his ankle is better, Jimmy can neither run nor skate during the rest of the year.

Should the other boys have stopped to help Jimmy without being asked?

If one of the boys knew he tripped Jimmy, should he have admitted it?

If no one boy was to blame, should the whole group be punished?

How would you punish the boys?

What can the boys do to encourage Jimmy?

What can be done to stop such serious accidents?

Unhappy Kate

Kate is a girl in the sixth grade who does fair school work. The teacher says she could do better if she didn't talk so much.

When the class is having a lesson Kate always has something to say, although it usually isn't anything important. The other pupils do not like it because she wastes so much time.

Outside the schoolroom Kate is not very well liked by the other girls, although she is generous and good natured. She always tries to make them listen to what she has to say when they want to do something else. She is unhappy because the other girls avoid her, but she doesn't know what the trouble is.

What is Kate's real trouble?

How can she do better school work?

Why should you have something important to say before interrupting a lesson?

Should you always expect people to listen to what you have to say? Why or why not?

How can the teacher help Kate?

How can the girls help Kate?

How can Kate help herself?

John and His Harmonica

John is one of the brightest blind boys in the fifth grade. When school is out he spends most of his time playing his harmonica. The other boys like to hear him and crowd around to listen.

John has not been playing his harmonica lately because his hands are tied so that he cannot touch his face. The teacher says he must have his hands tied like this until he can keep them out of his eyes.

John misses his harmonica very much, and is lonely because he hasn't learned to join in other games. The rest of the boys feel sorry for John, but they are not able to help him.

Why does the teacher think it is so important for John to keep his hands away from his eyes?

What do seeing people think about blind boys who always have their hands in their eyes?

Should John have spent all his spare time playing the harmonica? Why or why not?

How much can the other boys help him?

Will keeping John's hands tied break him of the habit? Why or why not?

"Air Castles"

"When Dorothy gets back from the seashore," said the teacher, "we shall continue our lessons." Dorothy was really not at the seashore, but her thoughts were very far away from the schoolroom.

Dorothy is known as a "dreamer" among the sixth-grade girls. She pays very little attention to what is going on about her, and is always building "air castles."

She can write interesting stories which the other girls enjoy, but she does not receive very good marks in her school work. The teacher thinks that something should be done to keep Dorothy's attention on her lessons.

Does building "air castles" ever help anybody? Why or why not?

What harm is done to the class because Dorothy dreams in school?

What will people think about Dorothy if she continues to build "air castles"?

What can be done to help Dorothy keep her mind on her lessons?

"You Can't Teach Me Anything"

The fifth-grade teacher complained to the principal that Harry Beedle had been in school for three weeks but had refused to do any class work. When questioned, Harry, a boy with some sight, said that he had had all that work the year before in the Newfield Public School and he didn't see why he should do it over. He thought reading with the fingers was too slow and said that he could see well enough to read with his eyes.

Harry often tells the other boys what a wonderful place the regular public school is, and that they are in a "baby" school. This makes them feel dissatisfied and they are beginning to find fault with their teachers and the school in general.

What should Harry's attitude be toward his school work?

Is Harry able to judge whether or not he should use his eyes for reading?

Is it natural for the other boys to imitate Harry? Why or why not?

Are the other boys really better off than Harry? How?

Are Harry and the other boys gaining anything by fault-finding? Why or why not?

How can the principal and teachers help Harry to change his attitude?

"Whoopee!"

As soon as the third-grade boys are dismissed from the classroom they begin shouting and screaming on their way to the playground. This disturbs the lessons of other children who are still in school, and very often the teacher stops class work until the noise is over.

Sometimes three or four stragglers remain under classroom windows playing their horns and harmonicas until the teacher has to send them away.

This group of children is very much disliked and no one seems able to make them be less noisy.

Is it necessary for the boys to be so noisy in going from the school to the playgrounds? Why or why not?

Is it all right for the boys to shout on the playgrounds? Why or why not?

Is it right to make much noise if it disturbs anyone else? Why or why not?

Is it right for a few children to act in such a way as to have the class disliked?

Why or why not?

A Hard Worker

Jane claims she is a hard worker, yet she never has her lessons done when she is supposed to. If the class has a composition to hand in on Tuesday, Jane brings hers in on Friday. This has happened so often that it is a class joke.

Although she does good work, Jane's lack of promptness annoys the teacher and is a bad example for the other girls. Her mother says that Jane is very slow about doing things at home and she hopes that the school will help Jane.

Is Jane really a hard worker? Why or why not?

Is there any reason why Jane should have more time to do her work than the other girls? Why or why not?

Is it all right for the class to take Jane's slowness as a joke? Why or why not?

Could Jane's mother be partly blamed for her slowness? How?

Can the school help Jane? How?

Can Jane help herself? How?

GETTING ALONG WITH PEOPLE*

People who have trouble with their eyes should take special care that they do not let themselves become socially handicapped also. Boys and girls in school should take advantage of their opportunity to cultivate those habits of good behavior in society which will make them welcome members of any group they may join.

The person who gets along easily with other people is one who is always thoughtful of the comfort of others. Such a person needs few rules to guide his conduct. To him it comes natural not to shout in conversation, and not to crowd another person out of line or off the sidewalk. Because he is unselfish, he is quick to be of service to others, assisting with the work that needs to be done.

Perhaps you are one of these thoughtful people who are courteous just because you are made that way. If you are, you will not be offended by having these rules of courtesy called to your attention. If, on the other hand, you are likely to think first of yourself rather than of others, you will be grateful for the instruction that will make you socially a more desirable person.

I. Getting along with Other People in School

A. In the Classroom

The classroom in which both teacher and pupils are good-natured, cheerful, and thoughtful of each other's comfort is a happier place than the one in which everyone is cross and ill-mannered. If you will watch your teacher, you will observe that she says "Please", and "Thank you", and that she speaks to you in a pleasant tone of voice. You wish, of course, to be equally agreeable and good-mannered. Here are some ways in which boys and girls can help to give to the classroom a pleasant and happy atmosphere.

*A Handbook for pupils adapted from materials issued by the Board of Education, Rochester, N. Y. This may be brailled by schools desiring to place it in the hands of their pupils.

1. The well-bred man always lets a woman go through a door ahead of him; therefore, if you are a boy, stand aside to let a teacher or a girl precede you into the classroom.

2. The well-bred girl shows the same courtesy to older women. If you are a girl, stand aside to let a teacher precede you into the classroom. Say "Thank you" to the boy who extends this courtesy to you.

3. Men never remain seated while a woman stands and talks to them, nor do girls sit while older women remain standing. In the classroom the teacher does not want the entire class to stand just because she finds it convenient to do so; but when you are seated in your homeroom in the morning, if your homeroom teacher or one of your classroom teachers comes to your desk to speak to you personally, you should stand immediately and remain standing until the teacher walks away. Such action on your part indicates that you are courteous and well-bred.

4. It is always pleasant to have people call us by our names. Your teachers try to learn your names early in the term and to call you by name when speaking to you. You can show your teachers the same courtesy by saying, "Yes, Miss Brown," or "No, Mr. Jones," not simply "Yes," or "No."

   Practice identifying people by their voices and manner of speaking so that you will not be guilty of rudeness in addressing them.

5. Offer to assist with the distribution of papers, slates, or books in class. A pupil who drops books or who throws them into the cupboard in a disorderly heap is a hindrance, not a help.

6. Any pupil who responds in a voice which is neither loud enough nor distinct enough to be heard by everyone in the class is guilty of an act of discourtesy to the other members of the group.

7. You can make yourself socially agreeable in class by observing the ordinary rules

of courtesy in polite conversation. Boisterousness, shouting, interrupting when others are speaking, are signs of selfishness and will make you unpopular among those who desire agreeable companions.

8. When you have asked your teacher for individual help either during the class period or after school, show your appreciation by saying, "Thank you, Miss Blank," or, "I appreciate your giving me this time."

9. In presenting a permit to your teacher for her signature say, "Will you please sign this, Miss Blank?" Don't thrust it in front of her with a gruff, "Sign this!" Don't forget the "Thank you!" afterward.

10. Sit in an easy, comfortable manner in class or study hall, but do not slouch, lie on the desk, or project your legs into the aisle for others to trip over. If you feel too ill to follow these instructions, ask your teacher for a permit to go to the nurse's office where you can lie down in comfort.

11. Gum is not chewed in classroom, study hall, or corridor. The noise, the odor, and the muscular movements involved all contribute to make you personally unattractive at the moment.

12. Attention to your personal appearance, cleanliness, and neatness of person and dress are too important to be neglected in making yourself socially agreeable.

13. Hold your handkerchief before your mouth when you cough or sneeze. If it is necessary to blow your nose loudly, it is better to retire from the room for that purpose.

14. Do not remind us of the fact that your nails are dirty by cleaning them in the presence of the class. Wait until you have an opportunity to clean them in the privacy of the lavatory.

15. Take an active, aggressive attitude toward your studies. Prepare your lessons. Participate in class discussions. You will be appreciated as a helper. You will

be a more welcome member of any group you join if you take the initiative in keeping up its spirit and enthusiasm.

B. In the Corridor

1. Avoid running through the corridor. It is a habit which may endanger some one else's safety.

2. Swinging a heavy book in such a way as to strike some one else is slap-stick comedy unworthy of your intelligence.

3. Take time to help another pupil pick up books or paper which may have been knocked out of his arms onto the floor, even though you were in no way responsible for the accident.

4. Never drop waste paper onto the corridor floor. Have enough school pride to deposit it in the nearest waste paper basket.

5. Speak courteously to any teachers whom you know. Don't avoid them, because you think they no longer remember you. "How do you do, Miss Blank," is better than "Hello."

6. A boy never appears in the school corridors with his hat on.

7. Do not walk backwards in the corridor, or look back over your shoulder as you walk. You endanger your own safety and that of others. Do not carry books, slates, or styluses, in ways that may hurt others.

C. In the Dining Hall

1. Take your place in line without pushing or shoving. Do not squeeze or crowd ahead of anyone else. Remember that others have only as much time as you have.

2. Refuse of any kind--paper or food--belongs in the refuse cans, not on the table or the floor. Help keep your dining room the kind of place in which you enjoy eating a meal.

3. Good table manners on your part contribute to the comfort of all those who sit near you.

Do not chew with your mouth open, disclosing half-chewed food to the view of others.

Do not eat or drink audibly.

Do not allow your lips to become wet or greasy from having partaken too rapidly or too eagerly of your food.

Do not leave your spoon in your cup thus increasing the possibility of its being upset and drenching yourself or another.

D. In Making Introductions

1. When your parents visit the school, you will, of course, want to introduce them to your teachers. The correct procedure is as follows:

"Miss Blank, I should like to have you meet my mother, Mrs. Jones. Miss Blank is my English teacher, Mother."

Does it seem unnecessary to give your mother's name when it is the same as your own? Remember that your teacher calls you by your first name, and while she knows your last name, she may in the confusion of meeting many parents be temporarily unable to recall it quickly and easily.

2. When you are introducing a friend to your father, to your mother, or to your teacher, mention the name of the older person first:

"Miss Blank, this is Alice Clark, a new pupil in the school, who has been scheduled for this class."

II. Getting Along with Other People at Home

A. Using the telephone

1. When calling a number, speak distinctly without food or gum in your mouth.

2. When you get a number, do not say, "Hello, is this Jean?", but say "Hello,

may I speak to Jean?" If Jean has answered the telephone, she will then reply, "This is Jean," or "This is she speaking." Not "This is her." If Jean is not at home, leave your name, saying that you will call again or that your message was not of importance and that you will see Jean at school tomorrow.

3. If you have been talking for several minutes and you are aware of the fact that someone else is trying to use the telephone, complete your conversation as quickly as possible.

4. If you get the wrong number, remember that it is not the fault of the person who answers the telephone. You may have put him to an annoying inconvenience. Say, "I'm sorry, I must have the wrong number." If you are the one who is called in error, be equally courteous.

5. If you are calling a store to give an order, or calling a garage or radio repair shop to ask for service, or telephoning for a taxi, begin by giving your name and address distinctly; then deliver your message clearly and in as few words as possible.

6. A pleasant voice over the telephone is more likely to put the person at the other end of the line in a friendly mood than is a loud, harsh, or complaining voice.

B. "Tuning In"

1. Different members of the family enjoy different programs. Courtesy in the home occasionally necessitates our giving up a favorite program in order to let other members of the family hear theirs.

2. Cultivate the habit of getting any program loud enough to hear it distinctly but not so loud as to annoy people in other parts of the house or the next-door neighbors. The baseball game should not be forced upon your neighbors when they prefer to listen to a concert or a lecture.

3. Courtesy in using the radio in the dormitory requires the same consideration as at home. This is the kind of courtesy that others are likely to extend to you if you set them a good example.

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